

INTRODUCTION

Eastern Tropical Pacific Seascape

The islands and waters along the Pacific coast of Costa Rica, Panama, Colombia and Ecuador are highly productive areas of the Eastern Tropical Pacific, belonging to one of the world's most diverse biogeographic provinces. This region has a high degree of ecological connectivity and complex oceanographic characteristics, primarily due to the convergence of major marine currents (Humbolt Current, Equatorial Current, Costa Rican Coastal Current, Panama Bight Gyre and Panama Current), which facilitate dispersal of marine larvae (e.g., corals, crustaceans, echinoderms, molluscs, fishes) and affect the migrations, movements and distribution of many species of regional and global significance including sea turtles, whales, sharks and tuna. The Eastern Tropical Pacific is also intensely affected by the El Nino – La Nina climatic cycle, which causes dramatic swings in upwelling, sea temperature and productivity.

The islands of the Eastern Tropical Pacific, Costa Rica's Cocos Islands, Panama's Coiba Island, Colombia's Gorgona and Malpelo Islands and Ecuador's Galapagos Islands, have some of the few coral reefs in the Eastern Tropical Pacific. Cocos, Malpelo and Galapagos are oceanic volcanic islands that emerged from the open ocean rather than being connected to the mainland continental shelf. The flora and fauna of oceanic islands are especially valuable because of the high number of endemic species. Gorgona and Coiba are continental volcanic islands that are connected to the mainland continents by underwater trenches. These trenches are important areas for the aggregation of pelagic species.

Marine Conservation Corridor in the Eastern Tropical Pacific

Planning for the development of the Eastern Tropical Pacific Seascape (ETPS) began in 2000, when a team involving Conservation International (CI), the United Nations Environmental Programme (UNEP), and the World Conservation Union (IUCN) was approached by the government of Ecuador to consider innovative methods for protecting marine biodiversity and improving fisheries management, tourism, and shipping practices within the Eastern Tropical Pacific.

The importance of this biologically rich and unique marine region was further recognized at the World Summit on Sustainable Development in September 2002, when CI, IUCN and UNEP convened an ETPS panel, featuring the presidents of Ecuador and Costa Rica, the Vice President of Panama, and the Vice Minister for Environment of Colombia. At the end of the meeting, the seascape initiative was launched with government backing at the highest levels.

In April 2004, the four countries confirmed their intentions by signing the San Jose Declaration. The agreement officially established the Marine Conservation Corridor between Costa Rica, Panama, Colombia, and Ecuador.

At the beginning of 2005, the United Nations Foundation (UNF), Global Conservation Fund (GCF), and the United Nations Educational, Scientific and Cultural Organization (UNESCO) jointly funded the ETPS Project Promoting Marine Conservation Through World Heritage in the Eastern Tropical Pacific Seascape began its implementation phase. The project's stated purpose:

Within the Eastern Tropical Pacific Seascape, to strengthen and expand the core network of Marine Protected Areas, establish them as a cluster of inter-connected World Heritage sites, and initiate coordinated, seascape-wide planning and management of biodiversity, including increased application of relevant international conventions.

In addition, the project includes the efforts and wishes of four participating countries by using the first of the four governments' stated objectives as its overall goal:

To strengthen the management and conservation of the biodiversity and coastal and marine resources of the Marine Conservation Corridor of the Eastern Tropical Pacific, with

special emphasis on the ecosystems and on species which are endangered, endemic or of ecological or economic importance.

World Heritage Status

The islands and waters of the Eastern Tropical Pacific are critical components of the whole seascape. Whereas Galapagos and Cocos are currently recognized as World Heritage sites, Coiba, Malpelo and Gorgona are still lacking this designation. However, on their own, there is still some question as to whether each of the ETPS components not yet designated would fulfill the necessary criteria for designation. For this reason, the World Heritage Centre is working closely with the respective authorities and stakeholders to coordinate a regional approach for World Heritage designation, with a particular focus on serial and/or transboundary designation strategy.

Only a few sites have been inscribed for their marine values on the World Heritage List and none are transboundary. The ETPS project will contribute significantly to common learning on serial and transboundary approaches, on regional collaboration for the conservation of marine World Heritage sites and on opportunities to apply species conservation concepts.

The reasons for approaching this conservation and sustainable development challenge as a region, involving four countries, is two-fold. The first is the reality of ecological interdependence. The interconnectedness of the marine ecosystem makes it near impossible for one country to maintain a healthy marine ecosystem, whilst neighboring Exclusive Economic Zones are degraded. This is most obvious in the case of wide-ranging species, larval dispersal, and interactions between El Nino events and human impacts. Recognizing ecological interdependence, and therefore cooperating with neighboring countries, does not in any way affect national sovereignty.

The second reason for a regional approach is that these countries face common problems, and yet can see joint opportunities for cooperation and collaboration on addressing priority issues and needs. Areas that have been identified for potential collaboration include:

- 1) International conventions and their application in support of conservation.
- 2) International national law enforcement.
- 3) Governance.
- 4) Site management.
- 5) Managing industrial fisheries and collaborating with the industrial fishing sector.
- 6) Managing tourism and collaborating with the tourism sector.
- 7) Engaging stakeholder and civil society.
- 8) Research and technical cooperation.
- 9) Shipping and contingency planning.
- 10) Training.

MPA MANAGEMENT CAPACITY TRAINING

Purpose and Need

In order for MPAs to be effective in the protection of marine and coastal ecosystems and their resources, it is necessary to build support for marine protected areas through site-based planning. Many MPA managers and policy makers, including local and indigenous communities and other stakeholders, have insufficient access to new knowledge, information, and guidelines coming out of science, traditional knowledge, and field experience, to effectively manage MPAs. In the past there has been little opportunity to share what seasoned resource managers have learned from their own experience with other managers and staff. The management capacity training of MPA staff provides a mechanism to enable resource managers to come together, directly experience and learn from one another and share lessons learned, while setting new standards for the management of MPAs globally.

Most marine protected areas lack adequate management and thus are not meeting the objectives for which they were originally established. One of the most important reasons for this has been the lack of management capacity, both skill and knowledge-based capacity, as well as human and financial resources. The *MPA Management Capacity Training* program provides support for building effectively managed MPAs as a tool for biodiversity protection. The sharing of experiences and best practices is instrumental for building capacity among the MPA management community of the Eastern Tropical Pacific Seascape. It is also an important factor for achieving the goal of creating a regional network of MPAs to achieve the 2012 recommendations of the Durban Accord.

NOAA's National Marine Sanctuary Program (NMSP) has played a leadership role for nearly thirty years in managing MPA's in coastal and offshore areas of the continental United States, Great Lakes and Pacific Islands. The extensive experience of the NMSP stems from managing a system of MPAs in a wide variety of biogeographic, cultural and historic settings. The NMSP has also been engaged in long-standing partnerships within the NOAA family, including the International Program Office, Coastal Services Center and the MPA Center. This collective expertise positions the NMSP to take a leading role in sharing its resources, expertise and lessons learned with recently designated marine protected areas, both nationally and internationally, to help build capacity for effective management.

NOAA's NMSP, International Program Office and MPA Training and Technology Center will partner with Conservation International, UNESCO, TNC and other NGOs to develop an international *MPA Training and Certification Program* pilot project. The training program's intended purpose is to provide a knowledge base for developing local and regional capacity and expertise in designation, implementation and management of MPAs. The program provides developing nations with the opportunity to benefit from the experiences of other developing nations or developed nations, who may have a longer history of MPA management, and to share experiences to promote cooperation on designation and management of a global system of MPAs.

The *MPA Management Capacity Training* program will provide management capacity building support for the World Heritage site nomination process for sites not yet listed in the Eastern Tropical Pacific Seascape. These sites may be using serial and/or transboundary nomination strategies and must meet minimum management requirements prior to nomination eligibility. The MPA Management Capacity Training will provide support in meeting the management requirements and working together with all five sites in developing coordinated and cooperative management of the region.

TRAINING DEVELOPMENT STAGES

Tailoring a Training Program to the Needs of the ETPS

The MPA Management Capacity Building Training program will be customized to the needs of the MPAs within the ETPS. It is expected that the training program will last two-three weeks. The curriculum will consist of modules, each targeting managers, staff and/or constituents/stakeholders. A follow up program will be instituted to ensure knowledge gained will be practically applied in the field.

Regional Needs Assessment

An initial survey was distributed to all appropriate potential participants to identify priorities within the region where the training will take place. A regional needs assessment will then be conducted on site to determine specific training needs for management, staff and potential trainers. This will be done through one-on-one or small group interviews. The needs assessment data will be analyzed, a report assembled, and recommendation made to the regional MPA managers on a

proposed curriculum. Also while on site, all logistical needs for the pilot training will be coordinated.

Curriculum Development and Identification of Pilot Project Instructors

Once curriculum needs have been identified and approved by the regional MPA managers, appropriate instructors will be selected for the training. Selection criteria includes expertise in MPA management topical areas, ability to work in multicultural environment and proven ability as presenter/ instructor. Once the instructor has been selected, a survey of existing MPA training materials for each topical area will be conducted, evaluated and incorporated, as appropriate, into the curriculum. A curriculum specialist will be contracted to assemble curriculum materials, working with both the project coordinator and instructors. All materials will be translated into the native tongue(s) of the region.

PRELIMINARY NEEDS ASSESSMENT RESULTS

Method 1 - Skills and Knowledge Priority Needs Across all Management Areas

During the month of September 2005, each of the five site managers filled out a *Skills and Knowledge Survey* which asked them to rank their site's skill and knowledge base by responding to 173 questions across 35 categories.

The purpose of this survey was to: 1) identify management capacity building training needs within the Eastern Tropical Pacific Seascape region so that a training program can be tailored to the needs of the region, and 2) identify where there is existing MPA management expertise amongst MPA managers and staff in the Eastern Tropical Pacific so that experience, knowledge and lessons learned can be shared through the training program.

The survey questions were responded to based on:

1. No expertise: You have no skills or knowledge in this area, but it is of relevance to you.
2. Some expertise: You have minor skills or knowledge in this area, but it is of relevance to you.
3. Would like training: You have "no" or "some" expertise in this area and would benefit from training whether or not this is the area you currently work in.
4. High level of expertise: You possess a high level of skill and/or knowledge in this area.
5. Would like to train others: You have a high level of expertise in this area and would be good at training others.
6. Blank: You do not work in this area and you have no particular interest in it.

Analysis of Skills and Knowledge Survey

STEP 1 – RANKING RESPONSES TO THE 173 QUESTIONS

Each of the 173 questions in the Skills and Knowledge Survey were ranked according to the number of MPA sites that indicated that subject area as a priority for training. If 5 MPA sites indicated that subject area as a priority, that subject area was scored as a 3; if 4 MPA sites indicated that subject area as a priority, that subject area was scored as a 2; if 3 MPA sites indicated that subject area as a priority, that subject area was scored as a 1. If 2 or less MPA sites indicated that subject as a priority, that subject area received no score.

STEP 2 – RANKING THE 35 CATEGORIES

Each of the 35 categories was ranked based on the total score of the individual questions (see above) within that category. An example is that the category called "Emergency Response" had three questions in which three sites identified those subjects as priorities for training. Three MPA sites indicating a subject is a priority, the score is 1 for each of the three questions, for a total score of 3.

STEP 3 – BINNING THE TOTAL SCORES FOR EACH CATEGORY

With 173 questions and 35 categories, it was necessary to rank and prioritize the categories for

training into three bins:

Bin 1 – categories with a total score between 1-3

Bin 2 – categories with a total score between 4-6

Bin 3 – categories with a total score between 7 -9

For purposes of selecting the highest training priorities for assembling a curriculum for the *MPA Management Capacity Training* in the ETPS, selections were made from Bins 3 and 4. The final selection of subjects from these 2 bins was made at the discretion of the training coordinator based on clumping together subject matter from these bins that was similar, resulting in 5 broad training areas (see Sample Curriculum below).

STEP 4 – ADJUSTMENTS TO THE ANALYSIS

Each of the 35 categories was ranked based on the total score of the individual questions within that category. This system for ranking is not perfect as some categories had as many as eight questions, or as few as one question. When adding up these scores for all the questions within a category, by this system those categories with more questions had the opportunity to score higher than those with less questions. The grayed out rows in Table 1. indicate those categories with few questions, but a high percentage of those scored within the 1-3 range (see STEP 1). An adjustment for these categories is indicated by the gray tone and estimated adjustment as shown by the Δ symbol.

Table 1. Priority Training Needs by Overall Category (ranked by bins 1-3, Bin 3 being the highest ranking)

CATEGORY	BIN 1	BIN 2	BIN 3
Enforcement	√		
Emergency Response		√	Δ
New and Emerging Issues	√	Δ	
Collaborative Planning	√		
Zonal Management	√		
Natural Resource Damage Assessment	√	Δ	
Site Characterization			√
Monitoring		√	Δ
Research	√		
Education and Outreach			√
Communications		√	Δ
Volunteer Programs		√	
Visitor Centers/ Signage	√		
Shipwrecks and Environmental Hazards		√	Δ
Site Protection	√	Δ	
Computer Skills	√		
Geospatial Skills		√	
Data Management	√		Δ
Underwater Skills			√
Onboard Skills			√
Administration and Operations		√	
Outside Funding	√		

OPTION 1: PROPOSED CURRICULUM BASED ON SKILLS AND KNOWLEDGE SURVEY

Background

This first approach to developing an MPA Management Capacity Training program for the ETPS is based on two factors:

- 1) Drawing from the priority training needs as identified by the ETPS MPA managers through the *Skill and Knowledge Survey* filled out in September 2005; and
- 2) A final selection process based on a discreet number of topical areas whereby two or more of these topics were related to one another, providing a fuller learning experience for the participants and increasing the probability of successful implementation at the individual site and network level.

This training option is directed at MPA managers, key staff, MPA community leadership, and government officials.

Table 2. Proposed Training Agenda for MPA Management Skill and Knowledge Development

SUN	MON	TUES	WED	THURS	FRI	SAT
Site Character	Site Character	Site Character/ Monitoring	Monitoring	Monitoring	Natural Resource Damage Assessment	Natural Resource Damage Assessment
Free Day	Emergency Response	Emergency Response	GIS Development	GIS Development	Education and Outreach	Education and Outreach
Free Day	Communica- tions	Communica- tions	Communica- tions	Optional: Underwater Skills or Outboard Skills	Optional: Underwater Skills or Outboard Skills	Optional: Underwater Skills or Outboard Skills

Table 3. Detailed Training Content

Topic		SITE CHARACTERIZATION
Training Objectives	To learn how the scale of various aspects of the ecosystem, both spatial and temporal, will drive how research, monitoring and management issues are addressed.	
Training Content	<ul style="list-style-type: none"> - Understanding the importance of developing a baseline against which to measure change over time - How to summarize existing knowledge about physical oceanography and meteorology of the region to understand oceanographic climatology characterizing and mapping habitats - Using museum collections, data archives and literature indexing to compile existing knowledge about living marine resources of MPA - Characterizing and mapping habitats to identify location and relative abundance of habitat types; suitable habitat for species of concern, extent of damaged or compromised habitat - Characterizing spatial and temporal patterns of migratory species such as seabirds and marine mammals 	

Duration of Training	3 days
Training Approaches	Lectures, field work, case studies, exercises, planning groups
Potential Trainers	Gary Davis, National Park Service
Links to Other Training Subjects	Monitoring, Natural Resource Damage Assessment, Emergency Response, GIS Development

Topic MONITORING	
Training Objectives	To provide a basic understanding of project monitoring and evaluation functions and an overview of results-based management as a project planning tool.
Training Content	<ul style="list-style-type: none"> - how to develop a monitoring program to address specific resource management issues - how to develop a socioeconomic monitoring program to measure impacts on user groups from management actions - how to develop a monitoring program to measure effectiveness of restoration projects - relationship of project evaluation to results-based management - setting up a results-based management framework so that it contributes to on-going monitoring and effective project evaluation
Duration of Training	2 days
Training Approaches	Lectures, group discussions, group exercises, case studies for training exercises, planning groups
Potential Trainers	Gary Davis, National Park Service; Georgina Bustemante, UNEP
Links to Other Training Subjects	Site Characterization, Natural Resource Damage Assessment, Emergency Response, GIS Development

Topic NATURAL RESOURCE DAMAGE ASSESSMENT	
Training Objectives	
Training Content	<ul style="list-style-type: none"> - tracking of distribution and numbers of species and habitats of concern in relation to spill trajectories - oil toxicity - oil distribution (as ranges in percent oil cover) - surface oiling thickness descriptors - subsurface oiling type descriptors - sediment types and assessments - shoreline types and assessments - community impacts - response and cleanup methods - recovery and restoration
Duration of Training	2 days
Training Approaches	Classroom lectures, field work, case studies, planning groups
Potential Trainers	Lisa Symons, NOAA NRDA, Harriet Sopher, NOAA NRDA
Links to Other Training Subjects	Site Characterization, Monitoring, Emergency Response, GIS Development

Topic EMERGENCY RESPONSE	
Training Objectives	To develop a coordinated and cooperative response plan to minimize risk to natural resources from spills.
Training Content	<ul style="list-style-type: none"> - Evaluating vessel activity to assess the risk of spills

	<ul style="list-style-type: none"> - use of oceanographic data in spill and drift models to develop risk assessments - developing an area contingency plan - developing an in-house emergency response plan - developing a regional response team - types of response options during major oil spill - strategies for selecting response methods - incident-specific feasibility issues - incident-specific on-water strategy issues - incident specific shoreline strategy issues - protocols for the care of oil-affected birds and marine mammals - planning and response for oils spills in mangroves, coral reefs, seagrass beds and kelp forests - web-based real time data system as emergency response decision making tool
Duration of Training	2 days
Training Approaches	Field work, classroom and field exercises, planning groups
Potential Trainers	Lisa Symons, NOAA
Links to Other Training Subjects	Site Characterization, Natural Resource Damage Assessment, Monitoring, GIS Development

Topic GIS DEVELOPMENT	
Training Objectives	To provide basic understanding and familiarization with GIS software and its applications in mapping, presentation of data layers, and as a management decision making tool.
Training Content	<ul style="list-style-type: none"> - grid and attributes of geographic information systems - functional components of GIS - grid and polygon systems - steps in generating a GIS; creating a map base; collecting data.; digitizing; data and attribute entry; setting up GIS queries - examination of GIS outputs - exercises to query an existing database
Duration of Training	2 days
Training Approaches	Classroom lectures, software familiarization, use of site specific data, setting up queries
Potential Trainers	Kim Owen, CSC; Ben Waltenberger, CINMS
Links to Other Training Subjects	Site Characterization, Natural Resource Damage Assessment, Monitoring, Emergency Response

Topic EDUCATION AND OUTREACH	
Training Objectives	To develop a comprehensive and coordinated education and awareness building plan
Training Content	<ul style="list-style-type: none"> - purpose and need for coordinated public awareness and education as a tool for altering human behavior to support marine conservation - identifying target audiences - determining appropriate and effective medium for different target audiences - clear and concise messaging - links to interpretation programs and facilities

	<ul style="list-style-type: none"> - developing annual strategies: recurrent messages and annual campaigns - how to evaluate effectiveness of education and outreach strategies
Duration of Training	2 days
Training Approaches	Lectures, case studies, group evaluation on education and outreach tools and plans
Potential Trainers	Laura Francis, CINMS
Links to Other Training Subjects	Communications, GIS Development

Topic COMMUNICATIONS	
Training Objectives	To improve communication and presentation skills; to effectively communicate specific messages to target audiences; getting the media to tell your story; develop coordinated communications plan
Training Content	<ul style="list-style-type: none"> - understanding the uses of effective communication - understanding the target audience - Understanding components of communication - Lecturing vs interactive communication - Effective oral presentation - Effective visual presentations - Getting your message across to the media - Responding effectively to the media on your feet - Developing a plan to use communications as a tool for altering human behavior to support marine conservation
Duration of Training	2 days skill development, 1 day designing communication plan
Training Approaches	Lectures, case studies, participant presentations and critiques, radio interviews, live press conference; process exercises for developing communications plan
Potential Trainers	Patty Debenham, Seaweb; local and regional press
Links to Other Training Subjects	Education

Topic UNDERWATER SKILLS	
Training Objectives	To develop diving skills that are useful for research, monitoring and habitat restoration; and, to install and maintain marker buoy and mooring buoy systems
Training Content	<ul style="list-style-type: none"> - mechanics of buoy systems - installation techniques for buoy systems - maintenance techniques for buoy systems - diving skills and techniques for underwater research and monitoring - diving skills and techniques for habitat restoration
Duration of Training	3 days
Training Approaches	Classroom lectures, classroom exercises, field work
Potential Trainers	Sarah Fangman, NMSP; John Halas, FKNMS
Links to Other Training Subjects	Habitat Restoration, Site Characterization, Monitoring, Natural Resource Damage Assessment

Topic ONBOARD SKILLS	
Training Objectives	Understanding the basics of map reading and interpretation- simple

	navigation and positioning; to learn basic boat handling skills and safety
Training Content	<ul style="list-style-type: none"> - overview of map concepts – hydrographic and bathymetric charts - compass and main bearings, latitude and longitude - concepts of scale - triangulation with a compass - practical use of GPS - overview of boat structure, components and operation - engine operation: starting, fueling, trouble-shooting - safety equipment - load limitations, stowing gear, acceleration and turning - speed restrictions, navigation aids, weather and night time operations - mooring, anchoring, fastening off - handling emergencies
Duration of Training	3 days
Training Approaches	Classroom sessions, field exercises on land and boats, use of compasses, charts, GPS
Potential Trainers	Local mariners, park enforcement, navy, Alan Craddick, USCG
Links to Other Training Subjects	Habitat Restoration, Site Characterization, Monitoring, Natural Resource Damage Assessment

OPTION 1: WORK PLAN

Deliverable/Activity	Dates
Revised versions (English and Spanish) of the proposed curriculum for the ETPS MPA Management Capacity Training	January-February 2006
Final needs assessment meeting through one-on-one interviews and group interview to finalize detailed agenda for training (Costa Rica or Panama)	March-April 2006
Curriculum development	April-June 2006
Curriculum review and translation	June-July 2006
Initial 2-3 week training (location TBD)	July-August 2006
Follow-up program	December-January 2007

OPTION 2: PROPOSED CURRICULUM BASED ON NEED TO DEVELOP COORDINATED CROSS-CUTTING MANAGEMENT PLAN FOR THE ETPS

Background

This second approach to developing an MPA Management Capacity Training program for the ETPS is based on two factors:

- 1) The need to build a cooperative and coordinated cross-cutting management plan for the ETPS region that will provide support for the nomination of the area as a cluster or transboundary World Heritage site by meeting basic management requirements; and
- 2) the need to start to addressing, through coordinated management, some of the eleven cross-cutting action items identified at the ETPS MPA managers retreat, August 27-28, 2005.

This approach is a longer term project, requiring input from the MPA community and stakeholders; evaluating efforts to maintain cooperation and coordination; and continually building onto and adding new components to the cross-cutting management plan. The training would include key community members and stakeholders to participate in all, or the appropriate topical areas, of the training and management plan development.

Option 2: Proposed Training Agenda Structure

The proposed training agenda for developing a cross-cutting management plan (see Table 5) would include 6 days of skill and knowledge development (Sunday through Friday of the first week) in preparation development of the actual management plan. Included in this part of the training is the learning of process skills for effective management planning so that over time, participants have the skills to continue to develop new components to the cross-cutting management plan. The second part of the training (9 days) will be spent on framing the management plan. This is broken up into 3-day segments, each addressing a topical area (examples are given below in Table 5) as identified by the managers during their August 2005 meeting. The final day of training is focused on framing a coordinated implementation plan for the cross-cutting management plan.

Table 5. Proposed Training Agenda for Cross-Cutting Management Planning

SUN	MON	TUES	WED	THURS	FRI	SAT
MPA Networks	Community Based Management	Community Based Management	Building Effective MPA Management Plans	Building Effective MPA Management Plans	Building Effective MPA Management Plans	Field Trip
Free Day	Management Planning: (e.g. fishing)	Management Planning: (e.g. fishing)	Management Planning: (e.g. fishing)	Management Planning: (e.g. sustainable tourism)	Management Planning: (e.g. sustainable tourism)	Management Planning: (e.g. sustainable tourism)
Free Day	Management Planning: (e.g. education and community participation)	Management Planning: (e.g. education and community participation)	Management Planning: (e.g. education and community participation)	Implementation Planning: Developing Coordination Mechanisms	Optional: Underwater Skills or Outboard Skills	Optional: Underwater Skills or Outboard Skills

Table 6. Detailed Training Content

Topic		MPA NETWORKS
Training Objectives		To understand different ways to functionally define the ETPS as a network of MPAs
Training Content		<ul style="list-style-type: none"> - Defining MPA networks through connectivity: oceanographic, biogeographic, social, cultural and political - Moving from individual MPAs to networks of MPAs, what are the benefits and what are the obstacles - Principles of scaling up from individual sites to networks - Different approaches to scaling up: who's really doing it and what lessons have they learned? - What will it take to qualify for a cluster or transboundary World Heritage site nomination?
Duration of Training		1 day
Training Approaches		Lectures, case studies, exercises
Potential Trainers		Anne Walton, Georgina Bustemante, Marjaana Kokkenen

Topic	COMMUNITY-BASED MANAGEMENT
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Training Objectives	To develop the skills and understanding to know who your MPA community is, and how and when they should be involved in MPA management.
Training Content	<ul style="list-style-type: none"> - Role of communities in MPA management - Appropriate levels of involvement of communities in MPA management - Defining community - Framework for community participation - Community organizing and participatory approaches - Scaling up involvement of communities to the network approach
Duration of Training	1 days
Training Approaches	Lectures, group discussions, case studies, exercises
Potential Trainers	

Topic BUILDING EFFECTIVE MPA MANAGEMENT PLANS	
Training Objectives	To develop the process skills for building a coordinated region-wide cross-cutting management plan.
Training Content	<ul style="list-style-type: none"> - What is strategic planning? - Site plans, issue-based plans, regional plans - Regional Plan outline - Self-assessment tool - Drivers, baseline information and niche - Planning process: identifying outcomes, outputs, activities and resources - Writing SMART objectives - Common pitfalls - From planning process to regional management plan - What can be evaluated - Performance measures - Planning your evaluation
Duration of Training	3 days
Training Approaches	Classroom lectures, exercises, planning groups
Potential Trainers	Ginger Hinchcliff, CSC

Topic MANAGEMENT PLANNING	
Training Objectives	To apply the management planning process to developing three cross-cutting action plans to be implemented across the ETPS.
Training Content	<p>ACTION PLAN DEVELOPMENT FOR 3 OF THE FOLLOWING TOPICAL AREAS:</p> <ul style="list-style-type: none"> - Fishing - Tourism - Sustainable financing - Enforcement - Legal framework - Investigation - Education and community participation - Interchange of management capacity - Risk analysis - Communication - Introduced Species
Duration of Training	3 days per subject matter= 9 days total

Training Approaches	Classroom lectures, exercises, review of case studies, planning groups
Potential Trainers	Anne Walton

Topic		IMPLEMENTATION PLANNING
Training Objectives	To develop an implementation plan for the newly developed cross-cutting ETPS management plan.	
Training Content	<ul style="list-style-type: none"> - Develop timeline for meeting cross-cutting management plan milestones - Develop communication plan for implementation of cross-cutting management plan - Develop administrative framework to support cross-cutting management plan - Assign roles and responsibilities 	
Duration of Training	1 day	
Training Approaches	planning groups	
Potential Trainers	Anne Walton	

OPTION 2: WORK PLAN

Deliverable/Activity	Dates
Revised versions (English and Spanish) of the proposed curriculum for the ETPS MPA Management Capacity Training	January-February 2006
Final needs assessment meeting through one-on-one interviews with 5 MPA managers and designated staff, and group interview to finalize detailed agenda for training (Costa Rica or Panama)	March-April 2006
Curriculum development	April-June 2006
Community meetings to identify appropriate representatives to participate in training	
Curriculum review and translation	June-July 2006
Initial 2-3 week training (location TBD)	July-August 2006
Community meetings for comments and buy-in of strategies in the new cross-cutting management plans	September-December 2006
Follow-up to finalize management plan	January-February 2007
Evaluate implementation of management plan	September 2007
Develop new cross-cutting sections for management plan	September 2007